

**K.LVS.1.1** Students can follow simple two-step oral directions.

**Learning targets to meet this standard:**

- Follow one-step directions
- Follow two-step directions

**Verbs Defined:**

**Key Terms Defined:**

**Teacher Speak:**

The student can follow a simple two-step direction.

**Student Speak:**

I can follow a simple two-step oral direction.

**Examples:**

Put your paper in the basket. Put your paper in the basket and take a book off the shelf.

**Possible resources/references:**

**K.LVS.1.2** Students can follow rules of conversation in group situations.

**Learning targets to meet this standard:**

- Focus on speaker
- Raise hand and wait to be called upon
- Take turns
- Maintain a quiet body

**Verbs Defined:**

**Key Terms Defined:**

- Rules of conversation – rules of talking and listening

**Teacher Speak:**

The student can follow rules of conversation (rules of talking and listening) in group situations.

**Student Speak:**

I can follow rules of talking and listening (rules of conversation) in group situations.

**Examples:**

During show and tell, student listens quietly to the speaker.

**Possible resources/references:**

**K.LVS.1.3** Students can **identify** different facial expressions, body language, and signals.

**Learning targets to meet this standard:**

- Identify facial expressions and body language of basic feelings (happiness, sadness, anger, fright)
- Listen to and identify signals used in the school environment

**Verbs Defined:**

- Identify - show what I know by pointing, writing, speaking, or drawing

**Key Terms Defined:**

**Teacher Speak:**

The students can identify (show what I know by pointing, writing, speaking, or drawing) different facial expressions, body language, and signals.

**Student Speak:**

I can show what I know by pointing, writing, speaking, or drawing (identify) facial expressions, body language, and signals.

**Examples:**

Signals: fire alarms, tornado drills, whistle, flashing lights, sign language signals, etc.

**Possible resources/references:**

**K.LVS.1.4** Students can use patterns and picture organizers to remember everyday information.

**Learning targets to meet this standard:**

- Recite alphabet song and poetry for patterning
- Use picture organizers to follow classroom routines

**Verbs Defined:**

**Key Terms Defined:**

**Teacher Speak:**

Students can use patterns and picture organizers to remember everyday information.

**Student Speak:**

I can use patterns and picture organizers to remember everyday information.

**Examples:**

Examples of picture organizers: job boards, centers, calendars, schedule in the classroom

**Possible resources/references:**

**K.LVS.1.5** Students can speak in complete sentences to tell about people, places, or things.

**Learning targets to meet this standard:**

- Use words and phrases
- Use complete sentences when prompted
- Use complete sentences independently

**Verbs Defined:**

**Key Terms Defined:**

- Complete sentences - a group of words that are in order and make sense

**Teacher Speak:**

Students can speak in complete sentences (a group of words that are in order and make sense) to tell about people, places or things.

**Student Speak:**

I can speak in a group of words that are in order and make sense (complete sentences) to tell about people, places, or things.

**Examples:**

Model and prompt during show and tell or class discussions.

“Tractor” – “I have a tractor” – “I got this green tractor for my birthday.”

**Possible resources/references:**

**K.LVS.1.6** Students can **contribute** to group discussions on a topic.

**Learning targets to meet this standard:**

- Answers who, what, and where questions
- Volunteers information
- Makes predictions and connections

**Verbs Defined:**

- Contribute - add

**Key Terms Defined:**

**Teacher Speak:**

Students can contribute (add) to group discussions on a topic.

**Student Speak:**

I can add (contribute) to group discussions on a topic

**Examples:**

The story is about a dog and I have a dog at home.

**Possible resources/references:**

**K.LVS.1.7** Students can tell about an experience or story in sequence with or without visual aids.

**Learning targets to meet this standard:**

- Participate in show and tell
- Use appropriate tone and volume
- Speak to an audience

**Verbs Defined:**

**Key Terms Defined:**

- Experience - something I did or happened to me
- Sequence - the right order
- Visual aids - things that help me tell my story

**Teacher Speak:**

Students can tell about an experience (something I did or happened to me) or story in sequence (the right order) with or without visual aids (things that help me tell my story).

**Student Speak:**

I can tell about something I did or happened to me (an experience) or a story in the right order (sequence) with or without things that help me tell my story (visual aids).

**Possible resources/references:**

**K.LVS.1.8** Students can **recite** short poems, rhymes, songs and stories with repeated patterns.

**Learning targets to meet this standard:**

- Participates in cloze activities (Jeff \_\_\_\_\_ to the park.)
- Repeats phrases
- Respond chorally

**Verbs Defined:**

- Recite - say from memory

**Key Terms Defined:**

**Teacher Speak:**

Students can recite (say from memory) short poems, rhymes, songs, and stories with repeated patterns.

**Student Speak:**

I can say from memory (recite) short poems, rhymes, songs, and stories with repeated patterns.

**Examples:**

Brown Bear, Brown Bear, Who Stole the Cookie from the Cookie Jar, Row, Row, Row Your Boat.

**Possible resources/references:**



**K.LVS.1.9** Students can **identify** personal and emergency information.

**Learning targets to meet this standard:**

- Identify first and last name
- Identify phone numbers
- Identify emergency contact name
- Identify 911 or 0 for operator

**Verbs Defined:**

- Identify - show what I know by pointing, writing, speaking, or drawing

**Key Terms Defined:**

- Personal and emergency information - information that I need to know

**Teacher Speak:**

Students can identify (show what I know by pointing, telling and writing) personal and emergency information (information that I need to know).

**Student Speak:**

I can show what I know by painting, telling and writing (identify) information I need to know (personal and emergency information).

**Examples:**

“If you were in trouble, what adult would you call?” “What is your home phone number?” Write your first and last name. “If you have a cell phone and there is a fire, what number would you call?”

**Possible resources/references:**